

**Texas Education Agency  
Standard Application System (SAS)**

**2014–2017 Texas Title I Priority Schools, Cycle 3**

<b>Program authority:</b>	P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)	<b>FOR TEA USE ONLY</b> Write NOGA ID here
<b>Grant period:</b>	August 1, 2014 – July 31, 2017. Pre-award costs permitted from grant preliminary award date to July 31, 2014.	
<b>Application deadline:</b>	5:00 p.m. Central Time, May 20, 2014	Place date stamp here  2014 May 20 PM 2:40 Texas Education Agency Received
<b>Submittal information:</b>	<p><b>Six complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address:</b></p> <p style="text-align: center;">Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494</p>	
<b>Contact information:</b>	Shayna Ortiz Sheehan: shayna.sheehan@tea.state.tx.us; (512) 463-2617	

**Schedule #1—General Information**

**Part 1: Applicant Information**

Organization name Houston Independent School District	Vendor ID # 74-6001255	Mailing address line 1 4400 West 18 <sup>th</sup> Street	
Mailing address line 2	City HOUSTON	State TX	ZIP Code 77092
County- District #	Campus number and name 101912 168 Hartsfield Elementary School	ESC Region # 4	US Congressional District # TX-18
			DUNS # 061292124

**Primary Contact**

First name Alecia	M.I. L	Last name Bell	Title Principal
Telephone # 7137468180		Email address <a href="mailto:Abell5@houstonisd.org">Abell5@houstonisd.org</a>	FAX # 713.746.8280

**Secondary Contact**


First name Annetra	M.I.	Last name Piper	Title Manager, Grant Development
Telephone # 713-5566785		Email address <a href="mailto:apiper@houstonisd.org">apiper@houstonisd.org</a>	FAX # 713-556-7023

**Part 2: Certification and Incorporation**

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

**Authorized Official:**

First name Terry	M.I. B.	Last name Grier	Title Superintendent of Schools
Telephone # 713-556-6300		Email address <a href="mailto:HISDSuperintendent@houstonisd.org">HISDSuperintendent@houstonisd.org</a>	FAX # 713-556-6323
Signature (blue ink preferred)			Date signed

  
Only the legally responsible party may sign this application.

May 12, 2014

**Schedule #1—General Information**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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On this date:

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By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
		No fiscal-related attachments are required for this grant.
		No program-related attachments are required for this grant.

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurances that if it receives TTIPS funds to serve one or more campus that it will ensure that each campus receives all of the state and local funds it would have received in the absence of the TTIPS grant funds. As a result, an LEA must provide a TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and TTIPS funds must supplement the <i>amount</i> of those non-Federal funds. Note, however, that the campus does not need to demonstrate that TTIPS funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	<p>The LEA provides assurance that it will meet the following federal requirements:</p> <ul style="list-style-type: none"> <li>A. Use its School Improvement Grant to implement fully and effectively an intervention in each Priority or Tier I and Tier II school that the LEA commits to serve consistent with the final requirements.</li> <li>B. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority or Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds.</li> <li>C. If it implements a restart model in a Priority, Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements.</li> <li>D. Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality.</li> <li>E. Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding.</li> <li>F. Report to the SEA the school-level data required under section III of the final requirements.</li> </ul>
4.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.
5.	<p>If the LEA/campus selects to implement the <u>turnaround model</u>, the campus <b>must</b> implement the following federal requirements.</p> <ul style="list-style-type: none"> <li>A. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;</li> <li>B. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;               <ul style="list-style-type: none"> <li>1. Screen all existing staff and rehire no more than 50 percent; and</li> <li>2. Select new staff.</li> </ul> </li> <li>C. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;</li> <li>D. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;</li> </ul>

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Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**

#	Provision/Assurance
	E. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;
5.	F. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;
	G. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
	H. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and
	I. Provide appropriate social-emotional and community-oriented services and supports for students.
6.	If the LEA/campus selects to implement the school <b>closure model</b> , the campus <b>must</b> implement the following requirement. A. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. B. A grant for school closure is a one-year grant without the possibility of continued funding.
7.	If the LEA/campus selects to implement the <b>restart model</b> , the campus <b>must</b> implement the following federal requirements. A. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA. B. Enroll, within the grades it serves, any former student who wishes to attend the school.
8.	If the LEA/campus selects to implement the <b>transformation model</b> , the campus <b>must</b> implement the following federal requirements. 1. Develop and increase teacher and school leader effectiveness. (A) Replace the principal who led the school prior to commencement of the transformation model; (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- 1. Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and 2. Are designed and developed with teacher and principal involvement; (C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; (D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and (E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

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Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**

#	Provision/Assurance
	2. Comprehensive instructional reform strategies. <del>(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and</del> (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
8.	3. Increasing learning time and creating community-oriented schools. (A) Establish schedules and strategies that provide increased learning time; and (B) Provide ongoing mechanisms for family and community engagement. 4. Providing operational flexibility and sustained support. (A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and (B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).
9.	An LEA with nine (9) or more priority schools, may not implement the Transformation Model in more than 50 percent of those schools.
10.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
11.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
12.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
13.	The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.
14.	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
15.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
16.	The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.
17.	The applicant, if selecting the Turnaround Model or Transformation Model agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.

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County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**

#	Provision/Assurance
	The LEA/campus assures TEA that data to meet the following federal requirements will be available and reported as requested.
18.	<ul style="list-style-type: none"> <li>A. Number of minutes within the school year.</li> <li>B. Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup (ethnicity, sex, disability status, LEP status, economically disadvantaged status, migrant status)</li> <li>C. Number and percentage of students completing advanced coursework (e.g., AP/IB) early-college high schools, dual enrollment classes, or advanced coursework <b>and</b> dual enrollment classes. (High Schools Only)</li> <li>D. College enrollment rates. (High Schools Only)</li> <li>E. Teacher Attendance Rate</li> <li>F. Student Attendance Rate</li> <li>G. Student Completion Rate</li> <li>H. Student Drop-Out Rate</li> <li>I. Locally developed competencies created to identify teacher strengths/weaknesses</li> <li>J. Types of support offered to teachers</li> <li>K. Types of on-going, job-embedded professional development for teachers</li> <li>L. Types of on-going, job-embedded professional development for administrators</li> <li>M. Strategies to increase parent/community involvement</li> <li>N. Types of strategies which increase student learning time</li> <li>O. Number of teachers and principals at each performance level (proficient/non-proficient) used in the district evaluation systems for assigning teacher and principal performance ratings.</li> </ul>

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**Schedule #4—Request for Amendment**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make any change to the application. Refer to the "When to Amend" guidance posted in the Amendment section of the Division of Grants Administration Grant Management Resources page to determine when an amendment is required for your grant. Use this guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

#	Schedule #	Project Title	Grant	A		D	
				Total from previously approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #			\$	\$	\$	\$
2.	Schedule #				\$	\$	\$
3.	Schedule #				\$	\$	\$
4.	Schedule #	Operating			\$	\$	\$
5.	Schedule #	Capital Outlay	XXX	\$	\$	\$	\$
6.	Total direct			\$	\$	\$	\$
7.	Indirect costs			\$	\$	\$	\$
8.	Total costs			\$	\$	\$	\$

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**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

HISD and Hartsfield Elementary School are applying for a TEA TTIPS grant to implement the Transformation Model in order to increase student academic achievement by creating notable change and significant results on the campus by

the end of the three-year timeline. Hartsfield is an Improvement Required campus and has significant needs identified for improvement. Through TTIPS funding, HISD and Hartsfield will implement a comprehensive program to increase student achievement, enhance the school's culture, decrease discipline referrals, build students' self-confidence, and increase engagement among parents, community members, and teachers. Based on a thorough needs assessment, the campus leadership team, faculty, and stakeholders have identified the following goals:

- Improve student achievement in Reading/ELA, Math, and Science with the objective of 80% meeting standard on the STAAR by 2017.
- Improve student achievement of African-American and Hispanic students with the objective of 80% meeting standard on STAAR by 2017 in all tested subjects.
- Increase the use of quality data to drive instruction, as measured by Value-added growth, teachers tracking individual student performance data, and use of formative assessments to drive instruction for all students.
- Increase leadership effectiveness and improve school climate to increase the academic achievement of all students.
- Increase learning time and increase teacher quality to increase the academic achievement of all students.
- Increase parent and stakeholder participation within the school setting to support the social and emotional well-being of all students to increase their academic achievement.
- Increase the social and emotional well-being of all students by providing campus-based staff with counseling and social work expertise.

The budget for the proposed project is based on the needs documented by the campus leadership team, faculty, and stakeholders. HISD's Procurement Services Department is responsible for facilitating the processes governed by state and federal law to ensure best practices, and an equally competitive environment for the purchase of all goods and services obtained for Hartsfield. The district purchases a wide variety of goods and services, including but not limited to: (1) Consultants/Professional Services; (2) Construction/Repairs of Facilities; and (3) All other goods and services. HISD's Procurement Services Department policies/procedures and TEA requirements will guide all budget decisions.

**Hartsfield Elementary School has Significant Gaps, Barriers, and Weaknesses:** Based on the needs documented by the campus leadership team, faculty, and stakeholders, the campus-wide analysis reveals many significant gaps, barriers, and weaknesses that hinder the school's overall academic achievement on many levels. Hartsfield Elementary School is an urban, school-wide, Title I campus with approximately 356 students. Hartsfield is located in the South Park Neighborhood of southeast Houston. The school has a diverse population which includes 75% African American, 24% Hispanic, and 1% White; 92% of the students are economically disadvantaged, 42% are identified at-risk for academic failure, and 15% of the students are English Language Learners (ELL). The students' attendance rate is 96%, and mobility rate is 20% (TEA, 2012-2013 TAPR). In 2012, Hartsfield did not meet Adequate Yearly Progress (AYP) and in 2013, the TEA Accountability Rating for Hartsfield was Improvement Required. Academically, Hartsfield's students, for the most part, are performing at significantly lower rates, on the STAAR Reading, Math, and Science subtests, than their peers in both HISD and the State of Texas, as shown in the Table below. **Compared to all HISD elementary schools in 2013 on the STAAR, Hartsfield was ranked second to last in Reading, last in Math, and last in Science.**

**STAAR Percent at Phase-in 1 Level II or Above (Satisfactory Passing Standard for 2013)**

Grade/Subject	Texas %	HISD %	Hartsfield – All Students %	Hartsfield – AA %	Hartsfield – H %
Grade 3 Reading	81	75	47	44	*
Grade 3 Math	70	63	32	27	*
Grade 4 Reading	72	66	40	30	70
Grade 4 Math	69	65	27	19	50
Grade 5 Reading	77	71	44	51	31
Grade 5 Math	74	68	26	31	15
Grade 5 Science	73	66	16	17	*

Source: TEA, 2012-2013 TAPR. AA – African American, H – Hispanic. \*Results are masked due to small numbers.

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

An analysis of Hartsfield's 2013 STAAR results reveals that there is a substantial achievement gap that exists between the African American and Hispanic students of the school compared to HISD and Texas overall. Compared to HISD and Texas, the majority of African American and Hispanic students did not achieve the passing standard in Reading, Math, and Science on the STAAR in 2013. For the Hispanic students in third and fifth grades, the percent passing the STAAR Reading, Math, and Science in 2013 was so small that TEA masked the results due to small numbers to protect student confidentiality, even though 24% of the school's enrollment is Hispanic. With the exception of the fifth grade African American students, that scored 51% met the passing standard, the majority of African American students did not meet the passing standards for Reading, Math, and Science. Overall, Hartsfield's teachers need additional professional development in teaching strategies to increase the students' academic achievement in Reading, Math, and Science, as well as to work toward eliminating the achievement gap among African American and Hispanic students and their peers in HISD and statewide. Student safety and their social and emotional well-being is also a paramount need at Hartsfield. A counselor and a social worker are needed to provide ongoing family and community support, since 22% of the student population has been identified as having some social and/or emotional issue. Hartsfield currently cannot meet their needs or provide support to them. Hartsfield's students live in poverty-stricken conditions. The parents do not have access to the resources necessary for the wellness of their children. The proposed project will be effectively managed on two levels; at the district level, the District Coordinator of School Improvement will oversee the TTIPS project at Hartsfield. At the campus level, the Principal and Project Coordinator will manage every aspect of the TTIPS grant. In addition, HISD will provide the campus with a School Support Officer (SSO) who will conduct walkthroughs, ensure curricular alignment, give proper support in the areas of professional development, ensure that interventions are incorporated and implemented appropriately, and provide effective resources for any programs or initiatives deemed ineffective. The proposed project's evaluation plan includes both formative and summative components. Quantitative and qualitative methodologies will be used in data collection and analysis, based on which continuous improvement mechanisms that will be implemented. The overall responsibility for implementing the project's evaluation plan, at the campus level, is the responsibility of the Program Coordinator (PC). The formative evaluation will be conducted to determine if the proposed activities are indeed being implemented, as described in the project's goals and objectives, and whether or not they are contributing to the overall success of the program. Progress reports will be prepared by the PC, with the assistance of the HISD Research and Accountability Department, and will be submitted in a timely manner to TEA, as required. **HISD and Hartsfield ensure that the proposed project meets/exceeds all statutory and TEA requirements. HISD and Hartsfield Elementary are strongly committed to implementing the following strategies:**

- Implement differentiated learning strategies with job-embedded ongoing professional development for teachers.
  - Increase content knowledge and instructional strategies to support teachers who teach core content.
  - Implement data-driven PLCs to assist teachers with data analysis and using data to inform instruction.
  - Add "STAAR Tutors" to the student support services to raise student achievement.
  - Increase support to build capacity with the administrative team.
  - Increase access to and the integration of technology in teaching to differentiate instruction for all students.
  - Enhance the Reading, Math and Science curriculum to capture student interest and increase their achievement.
  - Increase accelerated Reading, Math, and Science interventions for struggling learners.
  - Increase Writing strategies to students to provide campus-wide structured writing, note-taking, and organization skills.
  - Increase Science, Technology, Engineering, and Math (STEM) Programming for all students with an emphasis on Animal and Environmental Sciences.
  - Increase Advancement Via Individual Determination (AVID) college preparation/readiness activities for all students.
  - Increase Positive Behavioral Intervention and Supports (PBIS) strategies for all students to augment social/emotional well-being.
  - Improve the school climate by hiring a campus-based counselor and social worker.
  - Increase staff recruiting efforts to enhance teacher quality and retain highly effective teachers.
  - Extend learning time for all students by extending the school day by 45 minutes and the school year by 21-27 days.
  - Increase parent/community participation at Hartsfield to be coordinated by a campus-based parent community center.
- HISD is committed to finding resources through Title 1, foundations matching grants and other resources to support this new direction in the attempt to transform its low performing schools into schools of choice where students feel safe, valued and can develop relationships with their educators and to continue funding these efforts when the funding ends.

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By TEA staff person:

**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 101912	Amendment # (for amendments only):
Program authority: P.L.107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)	
Project period: August 1, 2014 – July 31, 2017. Pre-award costs permitted from grant preliminary award date to July 31, 2014.	Fund code: 276

**Budget Summary**

Schedule #	Title	Class/ Object Code	3-Year Program Cost	3-Year Admin Cost	3-Year Total Budgeted Cost	Pre-Award
Schedule #7	Payroll Costs (6100)	6100	\$1,573,770	\$	\$1,573,770	\$
Schedule #8	Professional and Contracted Services (6200)	6200	\$729,000	\$	\$729,000	\$
Schedule #9	Supplies and Materials (6300)	6300	\$92,465	\$	\$92,465	\$
Schedule #10	Other Operating Costs (6400)	6400	\$133,500	\$	\$133,500	\$
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$367,100	\$	\$367,100	\$
Total direct costs:			\$2,895,835	\$	\$2,895,835	\$
3.126% indirect costs (see note):			\$56,260	\$	\$56,260	\$
Grand total of budgeted costs (add all entries in each column):			<b>\$2,952,095</b>	<b>\$</b>	<b>*\$2,952,095</b>	<b>\$</b>

**Administrative Cost Calculation**

Enter the total grant amount requested:	\$2,952,095
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$147,605

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application.

**Annual Budget Breakdown**

Year 1	Year 2	Year 3	3-Year Total Budget Request
<b>\$984,032</b>	<b>\$984,032</b>	<b>\$984,031</b>	<b>*\$2,740,449</b>

Note: No more than \$2,000,000 per year may be requested. \*Total Budget Request above must match.

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**Schedule #7—Payroll Costs (6100)**

County-district number or vendor ID: 101912		Amendment # (for amendments only):			
<b>Employee Position Title</b>		<b>Estimated # of Positions 100%</b>	<b>Estimated # of Positions &lt;100%</b>	<b>Grant Amount Budgeted</b>	<b>Pre- Award</b>
		<b>Grant Funded</b>	<b>Grant Funded</b>		
<b>Academic/Instructional</b>					
1	Teacher	1	100%	\$159,000	\$
2	Educational aide	2	100%	\$144,000	\$
3	Tutor			\$	\$
<b>Program Management and Administration</b>					
4	Project director			\$	\$
5	Project coordinator	1	100%	\$180,000	\$
6	Teacher facilitator	1	100%	\$177,000	\$
7	Teacher supervisor			\$	\$
8	Secretary/administrative assistant			\$	\$
9	Data entry clerk			\$	\$
10	Grant accountant/bookkeeper			\$	\$
11	Evaluator/evaluation specialist			\$	\$
<b>Auxiliary</b>					
12	Counselor	1	100%	\$189,000	\$
13	Social worker	1	100%	\$189,000	\$
14	Community liaison/parent coordinator			\$	\$
<b>Other Employee Positions</b>					
21	Title			\$	\$
22	Title			\$	\$
23	Title			\$	\$
24	Subtotal employee costs:			\$1,038,000	\$
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>					
25	6112	Substitute pay		\$138,000	\$
26	6119	Professional staff extra-duty pay		\$90,000	\$
27	6121	Support staff extra-duty pay		\$75,000	\$
28	6140	Employee benefits		\$232,700	\$
29	61XX	Tuition remission (IHEs only)		\$	\$
30	Subtotal substitute, extra-duty, benefits costs			\$535,770	\$
31	<b>3-Year Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>			<b>\$1,573,770</b>	<b>\$</b>

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page.

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**Schedule #8—Professional and Contracted Services (6200)**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**NOTE:** Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Grant Amount Budgeted	Pre-Award
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$0	\$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$0	\$
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0	\$

**Professional Services, Contracted Services, or Subgrants Less Than \$10,000**

#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted	Pre-Award
1		<input type="checkbox"/>	\$	\$
2		<input type="checkbox"/>	\$	\$
3		<input type="checkbox"/>	\$	\$
4		<input type="checkbox"/>	\$	\$
5		<input type="checkbox"/>	\$	\$
6		<input type="checkbox"/>	\$	\$
7		<input type="checkbox"/>	\$	\$
8		<input type="checkbox"/>	\$	\$
9		<input type="checkbox"/>	\$	\$
10		<input type="checkbox"/>	\$	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$	\$

**Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000**

Specify topic/purpose/service: Tutorial services for students		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service: Tutorial Service Provider – Reading and Math			
<b>Contractor's Cost Breakdown of Service to Be Provided</b>			<b>Grant Amount Budgeted</b>
			<b>Pre-Award</b>
1	Contractor's payroll costs:	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$189,000
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:			\$189,000

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**Schedule #8—Professional and Contracted Services (6200) (cont.)**

County-District Number or Vendor ID: 101912

Amendment number (for amendments only):

**Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)**

Specify topic/purpose/service: Literacy services to students

☐ Yes, this is a subgrant

Describe topic/purpose/service: Peer literacy and tutorial program

Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
2	Contractor's payroll costs: # of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services	\$	\$
	Contractor's supplies and materials	\$	\$
	Contractor's other operating costs	\$60,000	\$
	Contractor's capital outlay (allowable for subgrants only)	\$	\$
	Total budget:	\$60,000	\$

Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
3	Contractor's payroll costs: \$300,000 # of positions:	\$300,000	\$
	Contractor's subgrants, subcontracts, subcontracted services	\$	\$
	Contractor's supplies and materials	\$	\$
	Contractor's other operating costs	\$	\$
	Contractor's capital outlay (allowable for subgrants only)	\$	\$
	Total budget:	\$300,000	\$

Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
4	Contractor's payroll costs: \$45,000 # of positions:	\$45,000	\$
	Contractor's subgrants, subcontracts, subcontracted services	\$	\$
	Contractor's supplies and materials	\$	\$
	Contractor's other operating costs	\$	\$
	Contractor's capital outlay (allowable for subgrants only)	\$	\$
	Total budget:	\$45,000	\$

Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
5	Contractor's payroll costs: \$45,000 # of positions:	\$45,000	\$
	Contractor's subgrants, subcontracts, subcontracted services	\$	\$
	Contractor's supplies and materials	\$	\$
	Contractor's other operating costs	\$	\$
	Contractor's capital outlay (allowable for subgrants only)	\$	\$
	Total budget:	\$45,000	\$

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Schedule #8—Professional and Contracted Services (6200) (cont.)				
County-District Number or Vendor ID: 101912		Amendment number (for amendments only):		
<b>Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)</b>				
Specify topic/purpose/service: Conversational Spanish for teachers		<input type="checkbox"/> Yes, this is a subgrant		
Describe topic/purpose/service: Professional development for teachers				
6	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>	<b>Pre-Award</b>
	Contractor's payroll costs: \$45,000	# of positions:	\$45,000	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
	Total budget:		\$45,000	\$
7	Specify topic/purpose/service: Parent Engagement strategies		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: Professional development for teachers			
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>	<b>Pre-Award</b>
	Contractor's payroll costs: \$45,000	# of positions:	\$45,000	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>	<b>Pre-Award</b>
	Contractor's payroll costs:	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
Contractor's capital outlay (allowable for subgrants only)		\$	\$	
Total budget:		\$	\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:			\$	\$
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:			\$	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$	\$
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:			\$729,000	\$
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:			\$	\$
(Sum of lines a, b, c, and d) 3-Year Grand total			\$729,000	\$

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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<b>Schedule #9—Supplies and Materials (6300)</b>							
County-District Number or Vendor ID: 101912				Amendment number (for amendments only):			
Expense Item Description							
Technology Hardware—Not Capitalized							
	#	Type	Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
6399	1	E-Reader	Campus Wide Literacy & STEM study	100	\$179	\$32,465	\$
	2	Microscopes	Environmental Science	60	\$180		
	3	Printers	Science lab	2	\$320		
	4	Digital Camera	Student use in STEM	25	\$125		
	5				\$		
6399	Technology software—Not capitalized					\$0	\$
6399	Supplies and materials associated with advisory council or committee					\$0	\$
Subtotal supplies and materials requiring specific approval:						\$32,465	\$
Remaining 6300—Supplies and materials that do not require specific approval:						\$60,000*	\$
<b>3-Year Grand total:</b>						<b>\$92,465</b>	<b>\$</b>

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

\*General supplies and materials needed to implement TTIPS project - \$5,000 x 3 years = \$15,000

\*Family Resource Center on campus - \$15,000 x 3 years = \$45,000 for supplies and materials.

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<b>Schedule #10—Other Operating Costs (6400)</b>			
County-District Number or Vendor ID: 101912		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Pre-Award
6411	Out-of-state travel for employees (includes registration fees)	\$54,808	\$
	Specify purpose: Leadership Professional Development		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$20,192	\$
	Specify purpose: 4H Membership events, STEM, Student Council		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$0	\$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$0	\$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$0	\$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	\$0	\$
6490	Indemnification compensation for loss or damage	\$	\$
6490	Advisory council/committee travel or other expenses	\$36,000	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$7,500	\$
	Specify name and purpose of organization: McGregor Palm Terrace Civic Assoc., 4H, Student Council		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$15,000	\$
	Specify purpose: Training material, program advertisement		
Subtotal other operating costs requiring specific approval:		\$0	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$0	\$
<b>3-Year Grand total:</b>		<b>\$133,500</b>	<b>\$</b>

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

**Leadership Travel – \$54,808** (AVID Conference 2 days, \$5400 fees, 3 attending (Airfare: \$6,000, Hotel: \$3000, Per diem: \$2500 = \$16,900); (TLAC Conference 3 days, \$3,555 fees, 3 attending (Airfare: \$7,200, Hotel: \$5400, Per diem: \$2799 = \$18,954); and (Literacy for All Conference 3 days, \$3,555 fees, 3 attending (Airfare: \$7,200, Hotel: \$5400, Per diem: \$2799 = \$18,954).

**Student Travel – \$20,192** (Student Council travel, \$3000 fees, 12 attending; 4H travel, \$5,357 fees, 95 attending; Science Camp travel, \$2,835 fees, 63 attending; Biz-Town/Junior Achievement, travel \$9,000 fees, 63 attending x 3 years = \$20,192).

**Advisory Council/Committee Travel – \$36,000** (AVID Conference 2 days, \$10,800 fees, 6 attending (Airfare: \$12,000, Hotel: \$6000, Per diem: \$5000 x 3 year = \$33,800); and (TLAC Conference 3 days, \$400 fees, 1 attending (Airfare: \$800, Hotel: \$600, Per diem: \$400 x 3 year = \$2200).

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<b>Schedule #11—Capital Outlay (6600/15XX)</b>					
County-District Number or Vendor ID: 101912			Amendment number (for amendments only):		
<b>15XX is only for use by charter schools sponsored by a nonprofit organization.</b>					
#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
<b>6669/15XX—Library Books and Media (capitalized and controlled by library)</b>					
1	Library Books	N/A	N/A	\$30,000	\$
<b>66XX/15XX—Technology hardware, capitalized</b>					
2	Student Response System	5	\$1000	\$5000	\$
3	Laptops	30	\$700	\$21000	\$
4	SmartBoards	28	\$1400	\$39200	\$
5	N-Focus Projectors	28	\$500	\$14000	\$
6	Digital Cameras	2	\$700	\$1400	\$
7	Smart Interactive Tables	5	\$7500	\$37500	\$
8	V-Brick System	1	\$55000	\$55000	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
<b>66XX/15XX—Technology software, capitalized</b>					
12	Smart Notebook Collaborative Learning Software	1	\$1100	\$3300	\$
13	V-Brick Software	1	\$500	\$500	\$
14	Accelerated Math	3year sub	\$20000	\$60000	\$
15	Accelerated Reading	3year sub	\$20000	\$60000	\$
16	Smart Core Focus	1	\$500	\$500	\$
17			\$	\$	\$
18			\$	\$	\$
<b>66XX/15XX—Equipment, furniture, or vehicles</b>					
19	Computer lab tables/desk	35	\$500	\$17500	\$
20	Media Cart	6	\$700	\$4200	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
<b>66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life</b>					
29	Mounting of Technology			\$18,000	\$
<b>3-Year Grand total:</b>				<b>\$367,100</b>	<b>\$</b>

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Part 1: Student Demographics.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

**Total enrollment:**

Category	Number	Percentage	Category	Percentage
African American	266	75%	Attendance rate	96%
Hispanic	87	24%	Annual dropout rate (Gr 9-12)	DNA
White	4	1%	Annual graduation rate (Gr 9-12)	DNA
Asian	0	0%	STAAR / EOC met 2013 standard, mathematics (standard accountability indicator)	DNA
Economically disadvantaged	340	96%	STAAR / EOC met 2013 standard, reading / ELA (standard accountability indicator)	DNA
Limited English proficient (LEP)	53	15%	Students taking the ACT and/or SAT	DNA
Disciplinary placements	1	.3%	Average SAT score (number value, not a percentage)	DNA
			Average ACT score (number value, not a percentage)	DNA

**Comments**

Hartsfield Elementary School, of the Houston Independent School District (HISD) is an urban, school-wide, Title I campus with approximately 356 students. Hartsfield is located in the South Park Neighborhood of southeast Houston. The school has a diverse population which includes 75% African American, 24% Hispanic, and 1% White; 92% of the students are economically disadvantaged, 42% are identified at-risk for academic failure, and 15% of the students are English Language Learners (ELL). The students' attendance rate is 96%, and mobility rate is 20% (TEA, 2012-2013 TAPR). In 2012, Hartsfield did not meet Adequate Yearly Progress (AYP) and in 2013, the TEA Accountability Rating for Hartsfield was Improvement Required. Academically, Hartsfield's students, for the most part, are performing at significantly lower rates, on the STAAR Reading, Math, and Science subtests, than their peers in both HISD and the State of Texas, as shown in the Table below. Compared to all HISD elementary schools in 2013 on the STAAR, Hartsfield was ranked second to last in Reading, last in Math, and last in Science.

**Part 2: Teacher Demographics.** Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	17	77%	No degree	0	0%
Hispanic	2	9%	Bachelor's degree	16	73%
White	2	9%	Master's degree	6	27%
Asian	0	0%	Doctorate	0	0%
1-5 years exp.	8	36%	Avg. salary, 1-5 years exp.	\$46,559	DNA
6-10 years exp.	6	27%	Avg. salary, 6-10 years exp.	\$48,927	DNA
11-20 years exp.	8	36%	Avg. salary, 11-20 years exp.	\$53,655	DNA
Over 20 years exp.	0	0%	Avg. salary, over 20 years exp.	0	0%

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By TEA staff person:

**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Part 3: Students to Be Served with Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	44	44	56	48	66	54	44								356
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
<b>TOTAL:</b>	44	44	56	48	66	54	44								356

**Part 4: Teachers to Be Served with Grant Funds.** Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	2	2	3	2	3	3	3								18
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
<b>TOTAL:</b>	2	2	3	2	3	3	3								18

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By TEA staff person:

**Schedule #13—Needs Assessment**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized, data sources that were reviewed and participants (including stakeholders) in the needs assessment process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Hartsfield needs the support of academic specialists to partner in the ongoing development of the teachers. The plan requires math and science specialist who will add instructional ideas, discuss new resources, share assessment results, and ensure that all students are reaching or exceeding their projected progress measures. As Hartsfield works to build teacher capacity, the specialists must guide teachers to maximize instructional time by lesson planning, embedding high-interest activities for upcoming units, incorporating strategies and resources that effectively address standards, and modeling lessons in the classroom. They will consider multiple sources of evidence of the teacher's skills, including classroom observations. The math and science specialists will be an instructional authority with grade relevant expertise to improve teacher practices and student performance. The campus makes its decisions using past and current data. Hartsfield needs a data specialist to measure academic progress, design and develop content assessments that are aligned with district assessment standards, facilitate data team meetings along with the rest of the administrative team. A math specialist will provide leadership skills necessary to influence and support teacher improvement and yielding of gains for students in mathematics. The person who takes this position will also act as the campus data tracker and grant administrator to ensure planned interventions and instruction yield the desired results.

A counselor and a social worker are needed to provide ongoing family and community support. Twenty-two percent of the student population has been identified as having some social and/or emotional imbalance. Though the students have been identified with emotional issues and other extenuating circumstances, Hartsfield currently cannot meet their needs or provide support them. This school year, Hartsfield has had students with challenges that the school is not equipped to address such Attention Deficit Hyperactivity Disorder, schizophrenia, Oppositional Defiance Disorder, depression disorder. Hartsfield is not able to address the student who was repeatedly molested by a family member, causing her to act out with defiant behavior towards her teachers. Hartsfield was also unprepared to deal with a student who has been diagnosed with schizophrenia. Other cases Hartsfield could not successfully affect include a young man with Oppositional Defiance Disorder (ODD) a mother who is battling a deep depression and the toll it has taken on the her child, one of the students, who comes to school distressed and bewildered as to the reason her mother is crying all the time. A small percentage of these students receive assistance from outside agencies such as MHMRA, but don't get serviced regularly. Because they live in poverty-stricken conditions, the parents don't have access to the resources necessary for the wellness of their children. The social worker will bring crisis preparedness to the campus, anticipating and recognizing socially, emotionally, and/or physical situations and helping students to overcome with them. This grant will enable the students to receive necessary services that adequately speak to their needs. The social worker will work to find additional outside resources to help students combat the external factors that plague their academic abilities. The social worker will counter as counselor and will work with the IAT team lead to head-up the campus' new Positive Behavior Intervention and Support (PBIS) initiative.

This connects to the critical need for a parent community center on campus. The parents need a designated location on campus fit to support children in their academic, emotional, and social growth. This center will afford learning experiences for parents and family members to work more effectively with their children to bridge home and school learning. Parents will also receive information, instructional materials, educational assistance, and trainings for self-development.

The overage population, which makes up 19% of the student body, could become potential dropouts without the right interventions. Hartsfield has fostered a relationship with the United Way Learning Together Reading Program where the overage fifth graders tutor the overage third graders. Hartsfield sees improvements in reading for these students who attend tutoring sessions two hours each week. The goal is to extend the program to second and fourth graders as well to close gaps for year to year gains. By purchasing the Learning Together Program for the other two grade levels, Hartsfield will maximize the benefits of using authentic literature as the basis for building comprehension, fluency, vocabulary, and writing skills. It is important that Hartsfield address the safety concerns for all students and their families. Incidents distract from the learning process.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Part 1: Process Description (cont).** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized, data sources that were reviewed and participants (including stakeholders) in the needs assessment process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The teachers need to be able to respond to emergencies quickly. As of now teachers receive and give campus communications through the public announcement system. When a teacher needs to contact a parent, the only way to contact parents is through electronic mail or in the notes area in Houston ISD's Grade Speed electronic grade book. Though these communications are necessary, parents may not always check them regularly; the parents receive timely information best through phone calls. Because of this, some teachers use their personal cellular phones to contact parents with urgent information. As a solution, Hartsfield will equip every classroom with a landline phone. Classroom phones would improve communication by allowing teachers to give and receive pertinent information in a timely manner. Intranetworking, via classroom phones, would offer teachers the opportunity to contact one another without sending a runner from one class to the next, adding another safety measure for the campus. This small addition will impact campus safety and help transform the culture and productivity campus wide.

Wiring and connections are necessary to set up an internal and external satellite class which will allow a lesson to be televised throughout the campus. This allows all students to receive the exact same key information. It also allows teachers to reach a larger group in a smaller span of time. The satellite class will support components of learning such as active engagement, participation in groups, and frequent interaction and timely feedback.

To definitively assess the needs of Hartsfield Elementary, the school examined several points of data using the following:

- (1) A campus survey given to all personnel initiated by the incoming principal at the close of 2012-2013 school year;
- (2) The "Your Voice" Customer Satisfaction Survey conducted by Houston Independent School District at the close of the 2012-2013 school year to gather information on how the school has progressed toward achieving district goals;
- (3) The Rice University School Marketing Initiative to determine who the school's customers are and to make sure Hartsfield is aligning the school's business to meet the customers' needs. The most urgent issues found in the marketing exercise became a major priority. (HISD required the Rice marketing seminar to be attended by the school's administrative team.);
- (4) A SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis which is a structured planning method used to evaluate the strengths, weaknesses, opportunities, and threats relevant to the overall success of Hartsfield. The SWOT analysis was conducted by the school leadership team, which is comprised of the administrators and campus lead teachers; and
- (5) Established the Parent Advisory Committee where parents give feedback on what they believe are the needs of the campus, as it relates to leadership, student value, and parent support; the administrative leaders charted the information and prioritized it by greatest need. The committee was attended by parents of Hartsfield's students and campus administrators.

Overall, the school's needs were prioritized by analyzing student data from the previous year, then by analyzing the results of the Rice Marketing Initiative and SWOT exercises. If an item surfaced repeatedly, it was immediately placed at the top of the needs list. In addition to the items listed above, Hartsfield analyzed performance data from standardized state tests and district level assessments given in the 2012-2013 and 2013 – 2014 school years (Stanford 10, STAAR, etc).

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	<b>Guidance Counselor/Social Worker:</b> The students are dealing with internal factors that require the expertise of a counselor and external factors that demand the expertise of a social worker. They face social, emotional and economical challenges that are impacting their academic performances and need character education and personal development.	Though the students have been identified with emotional issues and other extenuating circumstances, Hartsfield currently cannot meet their needs or provide support them in these areas. Additionally, the new team member will work with the IAT team lead to head-up the campus' new Positive Behavior Intervention and Support (PBIS) initiative. This grant will enable the students to receive necessary services that adequately speak to their needs. <b>This grant will provide the resources necessary to secure this position.</b>
2.	<b>Data Tracking/Math Teacher Specialist:</b> The campus needs to improve how it using data analytics to inform decision-making to improve instruction by using past and current data. The data specialist will measure academic progress, design and develop content assessments that are aligned with district assessment standards (sharing the results of such evaluations), and facilitate data team meetings along with the rest of the administrative team. The data tracking specialist will also serve as the math teacher specialist to provide instructional coaching	The math specialist will provide leadership skills necessary to influence and support educational efforts to improve the teaching and yielding of gains for students in mathematics. The math specialist will partner in the ongoing development of the teachers by considering multiple sources of evidence of the teachers' skills, including classroom observations. The math specialist will be an instructional authority with grade relevant expertise to improve teacher practices and student performance. <b>This grant will provide the resources necessary to fund this position.</b>
3.	<b>Science Lab Teacher and Technology Coordinator:</b> Hartsfield is building a foundation with a science- and technology-centered focus with an emphasis on animal and life sciences. There is a need for a science lab teacher to use standard curriculum and the science state standards to customize and implement research, project, and lab-based unit strands to prepare kinder through fourth grade students for advanced lab work in fifth grade. There will be a strong emphasis on content knowledge necessary for all the grades.	In the effort to provide deeper content knowledge guided and experiential learning, Hartsfield must place a specific focus on science in the lower grades. This is essential to reinforce key skills to effectively master difficult standards that will be tested at 5 <sup>th</sup> grade. This teacher will also work as a resource to the campus for technology. <b>This grant will provide the resources necessary to fund this position.</b>
4.	<b>Science Lab:</b> Hartsfield is not equipped with the basic equipment or technology needed to support learning and practice for students in the area of science. The lack of updated equipment and technology further complicates the learning process when students are not engaged.	Hartsfield Elementary will be better able to promote positive student attitudes toward science specifically, as Hartsfield aims to broaden and deepen knowledge, application, and evaluation of the content. Science proficiency is a critical lifelong skill. By creating a learning environment where the students experiment they build the capacity to understand science as an asset. <b>This grant will provide the resources necessary to fund this position.</b>
5.	<b>Equipping the School with up-to-date Media and Technology:</b> Hartsfield is lacking resources needed to implement rigorous district and state requirements for readiness skills in a technologically-savvy society. Our big vision is that all classrooms have mounted projectors, a laptop cart for teachers and at least two student computer stations.	Hartsfield seeks up-to-date technology that will allow teachers to guide learning more effectively by giving them access to high-quality content that appeals to different learning styles and tools to instantly assess student comprehension. <b>This grant will provide the resources necessary to fund this position.</b>

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**Schedule #14—Management Plan**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement	Certifications Include: Elementary through middle school administration. Background: School and district level Instructional Coach, Assistant Principal (urban school), Principal (suburban and turn-around schools), Elementary Schools Director, District School Improvement Officer, National Certified Presenter for Instructional Strategies.
2.	Principal	Certifications Include: EC -12 Administration Certification. Background: Principal (turn-around campus), High School Associate Principal and Magnet Coordinator, Middle Dean of Instruction, worked to establish 1 <sup>st</sup> medical middle school magnet program in the district, member of Houston A+ Regional Principal Leadership Academy for aspiring turnaround leaders, AVID Core Teacher and Administrator.
3.	Project Coordinator	The Project Coordinator (PC) must have at least five years of teaching experience to serve as the campus leader for the grant. The PC must possess both valid Teacher Certification and EC -12 Administration Certification in the state of Texas. The PC will report directly to the campus principal and must be a member of the school's leadership team and familiar with developing and maintaining Professional Learning Communities, as well as possess cultural proficiency skills and bilingual in English and Spanish preferred. The PC must have skills in using researched-based materials designed to increase student learning and teacher productivity. The PC will be responsible for the management of the grant including the financial and technical components, administer daily functions of the grant, and complete progress and financial status reports. This documentation must be reported monthly to the Core Team Members.
4.	Literacy Teacher Specialist	Certifications Include: 8-12 Language Arts/Reading Teacher Certification. Background: Middle and High School Language Arts Teacher, Elementary Teacher Specialist, published curriculum writer, national conference presenter, AVID Coordinator and Elective Teacher, TLAC Coach.
5.	Teacher Specialists in Math and Science	Certifications Include: EC -12 Administration Certification. Background: Elementary 4 <sup>th</sup> and 5 <sup>th</sup> grade teacher, Middle School Dean of Students, Middle School Magnet Dean – helped to establish the first medical magnet program for middle school students. Provide job-embedded professional development and coaching in Math and Science, respectively.
6.	Counselor	The Counselor will be hired and required to have a Master's degree in Counseling, and be certified by the Texas Education Agency as a school counselor, with at least three years of professional experience. The primary role of the counselor will be to ensure that the needs of the whole child are met, collaborate with the educational team, implement ongoing character education activities that promote bully awareness, present coping strategies that minimize aggressive occurrences, and present de-escalation strategies to staff and parents. The Counselor will also work on improving the overall school climate.
7.	Social Worker	A Social Worker will be hired and required to have a Master's of Social Work with at least three years of field experience. The primary job duties are to work collaboratively with students, parents, school staff, and the community to deliver comprehensive services that include prevention and intervention, counseling services, crisis support, consultation, resource and referral, and service coordination. The primary goal of the social worker will be to improve student performance by advocating for students and families, maximizing access to resources, and promoting a school climate conducive to learning by eliminating barriers to student success.
8.	External Partners	Hartsfield will be partnering with Prairie View A&M University, Sam Houston State University, the United Way of America, Houston Area Urban League, and the Harris County 4-H to assist the school to close the achievement gap for all students in Reading, Math, and Science; to read proficiently by third grade; help all fifth grade students to make a successful transition to middle school; and to provide them with a strong foundation academically, socially, and emotionally to graduate from high school on time and be ready for success in college, work, and life.

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Part 2: External Providers.** Describe the process used to recruit, select and provide oversight to external providers to ensure their quality. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district's Procurement Services Department is responsible for facilitating the processes governed by state and federal law to ensure best practices and a level playing field, as well as fair and equitable treatment for all suppliers. ~~Through this synergistic effort, both the supplier and HISD will benefit from working as business partners to strengthen~~

the social and economic foundation of the district and the community at large. The mission of the HISD Procurement Services Department is to ensure the uninterrupted flow of goods and services needed to efficiently operate the district cost effectively. In other words, the right products and services, at the right cost, from the right supplier, to the right location, at the right time, every time. Procurement Services has the authority to commit district funds for the acquisition of goods and services. Procurement Services is responsible for facilitating the processes governed by state and federal law to ensure best practices, and an equally competitive environment for the purchase of all goods and services. The district purchases a wide variety of goods and services, including but not limited to: (1) Consultants/Professional Services; (2) Construction/Repairs of Facilities; and (3) All other goods and services. The district is required to competitively bid any/all expenditures greater than \$10,000.00 in the aggregate; meaning just about every purchase made by the district.

**Bids and Proposals:** All expenditures (district-wide) must be competitively bid by the Procurement Services Department, only. Competitive bids are generally solicited either by means of a Request For Proposal (RFP), or a competitive sealed bid (or proposal). While RFP's may result in additional negotiations before a contract award takes place, all bids/proposals should always be prepared with utmost care, providing the bidder's best offer. Contracts awarded as a result of an erroneous offer may result in serious financial loss or other hardship for the bidder. Current bid/proposal solicitations are announced in one or more local newspapers of mass-distribution for two consecutive weeks. They are also posted on the district's Procurement Web site and are physically posted on the district bulletin board in the Hattie Mae White Educational Support Center. Usually, all contracts that require Board of Education approval (\$10,000. or greater) will result in a Master Agreement (contract), against which, one or more purchase orders may reference.

**Minority and Women Business Enterprises (M/WBE) Program:** HISD, in keeping with its high standards, good business practices and fiduciary responsibility as a taxpayer supported public entity, continually strives to ensure that all Suppliers have the opportunity to support HISD, and is committed to providing equal procurement opportunities to MWBE Suppliers. HISD defines M/WBE Suppliers as a business enterprise that is at least 51% owned, operated, managed, and controlled by one or more members of the following socially or economically disadvantaged groups: African Americans, Hispanic Americans, Asian/Pacific Island Americans, Native American Indians (American Indians, Eskimos, Aleuts, and native Hawaiians), and women. HISD's minimum MWBE goal is 20% of all purchasing and construction, and 25% for professional services. At the very least, good faith efforts in the use of MWBE's are required by policy in the purchase of: (1) Goods and Nonprofessional Services s (General and Subcontractors); (2) Construction Contract; and (3) Professional Services. All district suppliers are asked to commit to the same goals when doing business with their suppliers. M/WBE seminars are held on the first (business) Monday of each month.

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font no smaller than 10 point.

The proposed project's evaluation plan includes both formative and summative components to ensure ongoing monitoring for continuous improvement. The overall responsibility for implementing the project's evaluation plan, at the campus level, is the responsibility of the Program Administrator (PA). The PA will work closely with the Houston ISD Research and Accountability Department to facilitate the implementation and monitoring of the proposed project. The PA, with assistance of the Houston ISD Research and Accountability Department, will report, where appropriate on a quarterly and end-of-year basis, both formative and summative program findings to the Campus Principal and school staff, parents and community members, key partners, the Houston ISD Superintendent of Schools and Board of Trustees, and the Texas Education Agency.

The products of the ongoing monitoring and formative evaluation will be used to provide timely, regular, and useful feedback to the district and school community on the success and progress of implementation, as well as to identify areas for needed improvement. The plan for ongoing monitoring for continuous improvement will be based on the stated goals and objectives, as outlined previously. The proposed project's processes will be continually reviewed and improved. In order to ensure that a process for ongoing monitoring for continuous improvement is implemented, the evaluation design will follow an action plan, at the campus level that: (1) Will convene regular meetings with staff and other stakeholders for discussing monitoring and progress; (2) Based on these meetings with stakeholders for discussing monitoring and progress, program modifications, as needed, will be formulated and implemented; (3) Surveys will be provided, at any time, to elicit feedback from students, parents, and other stakeholders; and (4) For issues that cannot be resolved at the campus level, the Campus Principal will report these challenges, in a timely manner, to the Superintendent of Schools for quick resolution.

The plan will articulate policies and procedures for facilitating ongoing monitoring and continuous improvement will be made available and will be communicated to all staff and stakeholders at the beginning of the project's grant period, as well as available for reference, at any time, by making a request to the PA. In particular, Hartsfield will adhere to the following implementation strategies to maximize the processes for ensuring feedback and continuous Improvement:

**Progress Monitoring:** With campus based projects, Hartsfield will first set goals and periods for benchmarks. Most campus goals are to be developed as part of the campus needs assessment and then described within the School Improvement Plan (SIP). The SIP outlines action steps, personnel responsible for executing actions steps, a timeline for completion, and methods for measuring success. After establishing the overall goals, Hartsfield will establish benchmark goals as check points for progress.

**Goal Adjustment:** During the benchmarking process, teams assigned to individual goals will review progress data and determine if the campus is on track with meeting goals. If it is determined Hartsfield is not on track with meeting goals, the campus leadership will determine immediately if the actions are aligned with the plan for successful completion or implementation. Team members will discuss the possibility of moving forward with the current plan if data reflects great gains and small gaps in progress. If progress is in reach, the team may move forward with previously proposed actions and personnel. If no gains have been attained by benchmarking, then a new action plan is devised. The team has been consistent with using what works and only tweaking as needed. The leadership team stands firm on no erratic changes without supporting data to maximize the attainment of the project's goals and objectives.

**Communication:** Hartsfield will utilize several methods of communication with all stakeholders. The administrative team will meet weekly for status meetings. During the status meetings, Hartsfield staff will discuss campus progress, and address any adjustments, as needed. During faculty meetings or via e-mail, teachers will also receive new information regarding the proposed project.

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Describe how the LEA will provide continued funding and support to sustain the reform after the grant period ends. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The strategic intent of HISD is to transform persistently low-performing schools and to close the achievement gap between the economically disadvantaged students and the majority. With that in mind, the district is poised to lengthen the school day and year, with additional teacher time and rigorous tutorials in the lowest performing schools, as a means of closing this achievement gap. HISD is adopting the lengthened time, rigorous tutorials and parent commitment as a culture in the bid to transform schools into high achieving, college and career ready life-long learning communities.

The district is committed to finding resources through Title 1, foundations' matching grants and other resources to support this new direction in the attempt to transform its low-performing schools into schools of choice where students feel safe, valued and can develop relationships with their educators.

*Incorporation of Project activities into district strategic and academic plan:* Mentoring relationships will be established between Exemplar and Targeted Schools to foster best practices and develop relevance and rigor in student activities. Targeted schools will meet regularly in PLCs to examine student work and teacher curriculum delivery with exemplar schools as coaches and mentors. Principals will provide on-going feedback after classroom walk-through to validate learning and to help teachers improve on student learning. New teacher pathways include Principals, district administrators and all teachers new to the district, training-of-trainer (TOT): training incorporated in new teacher in-service to enable teachers to understand the core values of the district.

The HISD Board of Education is totally on board with transforming schools to be a benefit to the students. HISD has developed a strategic direction that will guide the best course of action for its students in order to realize the goals outlined by the Board of Education.

The objectives of the strategic planning process are:

1. Create a clear picture around efforts to increase student achievement;
2. Integrate findings from other ongoing efforts (e.g., The New Teacher Project (TNT);
3. Outline a set of strategic initiatives that enable HISD to meet its goals, assembling current efforts into a single picture and identifying gaps; and
4. Determine any adjustments required to current resources both human and financial to support the strategic initiatives.

HISD plans to create an implementation and communication plan to support actions and gain alignment from key stakeholders on the path forward. The program is similar to STEM programs in HISD which incorporate interdisciplinary activities in the areas of multiple contents with an emphasis on math and science. To maximize the effectiveness of grant funds, HISD and Hartsfield will align goals and objectives with the respective roles of all stakeholders to maximize their achievement. HISD and Hartsfield will use the grant funds for the purposes requested to ensure the goals are met. To fulfill these obligations, the principal and members of the leadership team will closely monitor timelines and progress.

To further sustain the commitment, HISD and Hartsfield will focus on building relationships between and among the stakeholders. To ensure that all project participants remain committed to the project's success, HISD and Hartsfield will consider diverse points of view, opting for decision making possibilities, such as surveys, which offer valued input. The goal is to create and share truthful, comprehensive, and concise information. Partners will also be invited in to view and assess the progress of the proposed project's implementation toward achieving the goals and objectives.

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## Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Part 4: Sustainability and Commitment (cont).** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Describe how the LEA will provide continued funding and support to sustain the reform after the grant period ends. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Formative and summative evaluation using quantitative and qualitative data sources, with 2012-2013 as the baseline for Student Achievement	1.	Improved student grades in Reading, Math, and Science, as measured through STAAR results and report cards by grading period.
		2.	Increase in student performing at or above grade levels in Reading, Math, and Science, as measured through STAAR results and report cards by grading period.
		3.	Decreasing the achievement gap among African American and Hispanic students and their peers in HISD.
2.	Formative and summative evaluation using quantitative and qualitative data sources, with 2012-2013 as the baseline for the use of quality data to drive instruction	1.	Teachers and administrators will participate in ongoing professional development that integrates data analytics into teaching and learning.
		2.	Teachers will meet monthly to conduct data analysis by using quality data to drive instruction for all students.
		3.	Teachers will become proficient in data analysis to differentiate instruction for all students.
3.	Formative and summative evaluation using quantitative and qualitative data sources, with 2012-2013 as the baseline for leadership effectiveness	1.	Campus leadership will complete professional development on leadership effectiveness.
		2.	Campus leadership will participate in professional learning opportunities identified by the proposed project and will lead the campus PLC to align with project goals.
		3.	Campus leadership will conduct teacher appraisal evaluations to align with district and project goals and timelines.
4.	Formative and summative evaluation using quantitative and qualitative data sources, with 2012-2013 as the baseline for Parent/Community involvement	1.	School will implement a parent resource center on campus to coordinate all parent involvement and learning/training opportunities.
		2.	School will identify and create parent and community involvement opportunities.
		3.	School will identify school/district/community resources of interest to parents to address diverse parents' needs and concerns.
5.	Formative and summative evaluation using quantitative and qualitative data sources, with 2012-2013 as the baseline for school climate and school safety	1.	School counselor and social worker will lead campus-wide efforts to meet the social and emotional well-being needs of all students to improve school climate and safety.
		2.	Increase student attendance rates by meeting the social and emotional well-being needs of all students.
		3.	Decrease the student discipline referrals of all students by meeting their social and emotional well-being needs.

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**Schedule #15—Project Evaluation (cont.)**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Describe how the district will modify its practices or policies, if necessary, to enable schools to implement interventions fully and effectively. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed project's evaluation plan includes both formative and summative components. A goals-based approach will be used to evaluate the proposed project. The overall evaluation will be a multiple operation framework that will present and clarify, as appropriate, data outcomes to produce a comprehensive evaluation. Quantitative and qualitative methodologies will be used in data collection and analysis, based on which continuous improvement mechanisms that will be implemented. The overall responsibility for implementing the project's evaluation plan, at the campus level, is the responsibility of the Program Coordinator (PC). The PC will work closely with the campus principal and the HISD Research and Accountability Department to facilitate the implementation of the formative evaluation.

The formative evaluation will be conducted to determine if the proposed activities are indeed being implemented, as described in the project's goals and objectives, and whether or not they are contributing to the overall success of the program. Progress reports will be prepared by the PC, with the assistance of the HISD Research and Accountability Department, and will be submitted in a timely manner to TEA, as required.

The PC will utilize the goals and objectives to assess the following general indicators:

- (1) To what extent are the activities of the proposed program being implemented as planned;
- (2) To what extent are the objectives of the proposed program being met;
- (3) To what extent is the quality of the professional development meeting the needs of the teachers and school;
- (4) To what degree has the proposed program stimulated systemic changes in the teacher knowledge, skills, and practice as it relates to improving the quality of education;
- (5) To what degree has this program impacted student achievement; and
- (6) To what extent has parent participation increased?

The formative evaluation plan will also assess all grant-related activities, as implemented. The formative evaluation reports will provide detailed analysis and project findings on the following:

- Quality, type, and degree of planning, implementation, and evaluation of project activities;
- Quality, type, and degree of collaboration with project partners;
- Quality and level of communication with and reporting to management on the progress of the project and any problems encountered;
- Quality, type, and degree of participatory involvement practiced by the principals, teachers, parents, and, when appropriate, students;
- Quality, type, and level of professional development activities;
- Quality, type, and level of services actually provided to the targeted population;
- Quality and type of curriculum that is utilized;
- Quality and type of instruction;
- Quality of any products or documents developed as part of the project;
- Strengths and weaknesses of the project design, implementation, and evaluation; and
- Extent to which recommendations for modifying or improving the program as a result of on-going evaluation activities were implemented.

**HISD will transform the identified school by:**

- Expanding and elongating the school day and providing intensive tutoring during upcoming school year;
- Developing a world class data management system;
- Designing and aligning curriculum to high reaching standards that includes strong formative assessment processes;
- Continuing to focus on placing effective teachers in every classroom; and
- Providing research-based training programs for teachers and the principal.

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County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Part 1: Intervention Model to be Implemented** – Indicate the model selected by the LEA/Campus for implementation.☒ Transformation☐ Turnaround☐ Closure☐ Restart**For TEA Use Only**

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**Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)**— Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	Strengthen the School's Instructional Program	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A. STEM – Animal Science and research	08/14	07/15
			B. AVID Methodologies	08/14	07/17
			C. Motivation Materials, Accelerated Math	09/14	05/17
			D. Elevate K-12	10/14	05/17
			E. STEM structure program	10/14	7/17
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A. The Hartsfield WAY steps	08/14	07/17
			B. Student/TEKS Data Evaluation forms	08/14	07/17
			C. Math, Reading, and Writing clinics	09/14	07/17
			D.		
			E.		

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Use of Quality Data to Inform Instruction	Use of Data to Inform Instruction	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A. STEM - Environmental Science	08/14	07/17
			B. AVID	08/14	07/17
			C. Motivation Math and Science	08/14	07/17
			D. Elevate K-12	08/14	07/17
			E. Accelerated Math	08/14	07/17
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A. Required Spiraling Plan	09/14	05/17
			B. Required Reteach Plan	09/14	05/17
			C. Required Centers/Stations Program	09/14	05/17
			D. PLC/Data Analysis	09/14	05/17
			E. Campus-wide exit ticket	09/14	05/17

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	Providing strong leadership	1. Replace the principal who led the school prior to the commencement of the transformation model.	Alecia Bell, Principal Hire Date: May 24, 2013	05/13	Present
		2. Use rigorous, transparent, and equitable evaluation systems for principals that take into account data on <i>student growth</i> as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and are designed and developed with teacher and principal involvement  Definition: <i>Student growth</i> means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be	A. HISD School Leader Appraisal: Score Card	09/14	05/17
			B. NCUST Leadership Support	09/14	05/17
			C. Leadership Goal Setting Conference	09/14	05/17
			D. SSO Leadership observation and feedback conferences	07/14	07/17
			E. Area data digs for administrators	09/14	05/17
			F.		
			G.		

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		based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.	H.		

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	Providing strong leadership	3. Identify and reward school leaders who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	A. HISD School Leader Appraisal: Score Card	09/14	05/17
			B.		
			C.		
			D.		
		4. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	A. Teacher selection events	08/14	05/17
			B. Human Capital Talent Pool	09/14	05/17
			C. Leadership budget autonomy	09/14	07/17
			D. Flexibility to extend day and year	09/14	07/17

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Learning Time	Redesigned School Calendar	1. Establish schedules and strategies that provide increased learning time (using a longer day, week or year)	A. Extend day by 45 minutes	08/14	07/17
			B. Extend year by 21 – 27 days	08/14	07/17
			C.		
		2. Provide additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.	A. Use extended day to add on additional reading, math, and science intervention programs for all students	08/14	07/17
			B.		
			C.		
		3. Provide Additional time for instruction in other subjects and enrichment activities that contribute to a well rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.	A. Environmental and Animal science programming built into ancillary schedule	08/14	07/17
			B. Integration of service projects and 4-H programming	08/14	07/17
			C. STEM partnership activities with local middle school and universities	08/14	07/17
		4. Provide additional time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects.	A. Wednesdays as waiver days for planning	08/14	07/17
			B. PLC Thursday rotations	08/14	07/17
			C. Bi-weekly VAM meetings	08/14	07/17

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<b>CSE</b>	<b>Turnaround Principle</b>	<b>Federal Transformation Requirement</b>	<b>Strategy / Intervention</b>	<b>Begin Date MM / YY</b>	<b>End Date MM / YY</b>
<b>Increase Parent / Community Engagement</b>	<i>Ongoing Family and Community Engagement</i>	1. Provide ongoing mechanisms for family engagement	A. Family Literacy Nights	08/14	07/17
			B. STAAR Brunch for parents	08/14	07/17
			C. PAC Meetings	08/14	07/17
			D. Family STAAR Picnic and rally	08/14	07/17
			E.		
		2. Provide ongoing mechanisms for community engagement	A. Community welcome back walk	08/14	07/17
			B. SDMC Meetings	08/14	07/17
			C. Campus Membership in the local civic association	08/14	07/17
			D. Community Garden support	08/14	06/17
			E.		

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve School Climate	Improve School Climate	Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.	A. State of the school meeting hosted by SSO or CSO	08/14	07/17
			B. NCUST visits will continue	09/14	07/17
			C.		
			D.		
			E.		

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	<p>1. Use rigorous, transparent, and equitable evaluation systems for teachers that Take into account data on <i>student growth</i> as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and are designed and developed with teacher and principal involvement</p> <p>Definition: <i>Student growth</i> means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.</p>	A. Use of HISD Teacher Appraisal and Development System	08/14	07/17
			B. EVAAS reports reflecting teacher overall growth and impact on student groups	08/14	07/17
			C. Hartsfield WAY Campus Monitoring system – for system implementation and monitoring	08/14	07/17
			D.		
			E.		
			F.		
			G.		
			H.		

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	2. Identify and reward teachers and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	A. Rewarded through EVAAS/ASPIRE Process – incentive plan	08/14	07/17
			B. Teachers needing additional support will be placed on Professional Plan for Assistance (PPA)	08/14	07/17
			C.		
			D.		
		3. Provide staff ongoing, high quality, job-embedded professional development (e.g., regarding subject specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	A. Saturdays will be used as Super Strategy Saturdays for the purpose of building automaticity in instructional systems	08/14	07/17
			B. Early Release Wednesdays for Data Digs and Professional Development	08/14	07/17
			C. Observation feedback and coaching sessions	08/14	07/17
			D. Partnership/Collaborative meetings with support campuses	08/14	07/17
			E. Clinics hosted by content professional development trainers	08/14	07/17
			F. Professional Learning Community Meetings	08/14	07/17

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
<b>Increase Teacher Quality</b>	<i>Ensure Effective Teachers</i>	4. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation / turnaround school.	A. ASPIRE Incentive program	08/14	07/17
			B. Career Pathways w/ stipends for teacher leaders	08/14	07/17
			C. Teacher Leader Stipends	08/14	07/17
			D.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	Strengthen the School's Instructional Program	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A.		
			B.		
			C.		
			D.		
			E.		
		2. Use the evidence of student learning (such as assessment, instructional data, etc.) to inform the order of instruction and the needs of individual students.	A.		
			B.		
			C.		
			D.		
			E.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Use of Quality Data to Inform Instruction	Use of Data to Inform Instruction	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A.		
			B.		
			C.		
			D.		
			E.		
		2. Provide the use of student data (such as formative, summative, and other) to inform instruction and order of instruction for students.	A.		
			B.		
			C.		
			D.		
			E.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness		1. Replace the principal.	Provide name and date of hire for principal or date of anticipated replacement:		
		2. Grant principal sufficient operational flexibility (including in staffing, calendars / time, and budgeting) to implement a fully comprehensive approach in order to substantially improve student achievement, increase school completion rates	A.		
			B.		
			C.		
			D.		
			E.		
		3. Allow the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability	A.		
			B.		
			C.		
			D.		
E.					

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Learning Time	Redesign Learning Time	1. Establish schedules and strategies that provide increased learning time (using a longer day, week or year)	A.		
			B.		
			C.		
		2. Provide additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography	A.		
			B.		
			C.		
		3. Provide additional time for enrichment activities that contribute to the overall educational experience of students, including opportunities that are provided by partnering, as appropriate, with other organizations.	A.		
			B.		
			C.		
		4. Provide additional time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects.	A.		
			B.		
			C.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	Ongoing Family and Community Engagement	Provide appropriate community-oriented services and supports for students.	A.		
			B.		
			C.		
			D.		
			E.		
Improve School Climate	School Climate	Provide appropriate social-services for	C.		
			D.		
			E.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure effective	1. Using locally adopted competencies to measure effectiveness of staff who can work within the turnaround environment to meet the needs of students, screen all existing staff and rehire no more than 50 percent.	A.		
			B.		
			C.		
			D.		
		2. Using... / add... to of work environment to meet the needs of students, select new staff.	E.		
			F.		
			G.		
			H.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality		3. Provide staff ongoing, high quality, job-embedded professional development (e.g., regarding subject specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with school improvement program and with school improvement plan to ensure equitable learning opportunities for all students.	A.		
			B.		
			C.		
			D.		
			E.		
		4. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a turnaround school.	A.		
			B.		
			C.		
			D.		

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**Federal Restart Model Requirements:** A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools, An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.) A restart model must enroll, within the grade it serves, any former student who wishes to attend the school.

CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	Strengthen the School's Instructional Program	A.		
		B.		
Increase Use of Quality Data to Inform Instruction	Use of Data to Inform Instruction			
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	Providing strong leadership	A.		
		B.		
Increase Learning Time	Redesigned School Calendar			
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	Ongoing Family and Community Engagement	A.		
		B.		
Improve School Climate	Improve School Climate			
		B.		
		C.		
		D.		
		E.		

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Part 2: Intervention Model Requirements and Timeline (RESTART MODEL)**— Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

**Federal Restart Model Requirements:** A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools, An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.) A restart model must enroll, within the grade span, any former student who wishes to attend the school.

CSF	Turnaround Principle	Strategic Intervention	Date YY	End Date MM / YY
Increase Teacher Quality				
		E.		

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Part 2: Intervention Model Requirements and Timeline (CLOSURE MODEL)**— Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

**Federal Closure Model Requirements:** School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	Strengthen the School's Instructional Program	A.		
		B.		
		C.		
Increase Use of Quality Data to Inform Instruction	Data to Inform Instruction			
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	Providing strong leadership	A.		
		B.		
		C.		
Increase Learning Time	Extended School Calendar	B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	Ongoing Family and Community Engagement	A.		
		B.		
Improve School Climate	Improve School Climate			
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teaching	A.		

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Part 3: District Capacity:** Describe the actions the district has taken, or will take, to determine its capacity to provide adequate resources and related support to the applicant priority school in order to implement, fully and effectively, the required activities of the school intervention model it has selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Houston Independent School District (HISD) is designed to emphasize teaching and learning, align school goals and programs for sustained improvement, eliminate duplicated services, and provide greater oversight of data and compliance with state laws and regulations. HISD ensures that students receive full and appropriate opportunities to meet the same challenging state academic content and academic achievement standards that all children are expected to meet.

The district has provided the campus with a School Support Officer (SSO) who will conduct walkthroughs, ensure curricular alignment, give proper support in the areas of professional development, ensure that interventions are incorporated and implemented appropriately, and provide effective resources for any programs or initiatives deemed ineffective.

The Teacher Development Specialists (TDS), provided by the district, will continue to provide support during PLCs in the areas of math, science, and technology.

The National Center for Urban School Transformation (NCUST) will continue to support the SSO and the principal during site visits and walkthroughs at Hartsfield to implement best practices to improve rigor, instructional practice, school culture and climate.

Department Leads will receive training during the summer and during the school year to ensure high-quality and on-going professional development in the areas of science, math, and technology, provide on-site training and monitoring to assist in professional development in areas of need. The principal and leadership team will determine the areas in which staff development is needed. Staff members will participate in staff development offered by the district when offered. Staff development may also be done on site by campus leaders and administrative district instructional support staff.

The district will provide strategies to increase parental involvement. Family Math, Science and Literacy Nights will be held to increase parents in the school's programs. Open Houses, frequent telephone contact and weekly folder updates/newsletters are methods of recognizing parents as partners.

The use of formative and summative assessments will allow for individual student progress to be monitored at the teacher level, building and administrative district levels so that interventions and assistance will be timely. Coordination and integration of Federal, State, and local services and programs will be considered to best address student needs. STAAR results 2014 may be used for final analysis of impact.

HISD will continue to extend itself to Hartsfield as it prepares primary students to make a successful transition to secondary education and to receive acceptance into STEM programs offered at the secondary level. Additionally, HISD will provide technical assistance to Hartsfield on multiple levels via the Central Office Administration including the:

- **Grant Development Department:** General grant management and technical assistance in the completion and filing of progress reports with TEA.
- **Research And Accountability Department:** Assistance in accessing student data for evaluation reports.
- **Accounting/Budgeting/Purchasing Departments:** Assistance in managing budgets, tracking of expenses, purchases; and completion of periodic financial reports as required by TEA.
- **Legal Department:** Assistance in the development and approval of contracts.
- **Curriculum Department:** Support of curricular enhancements and assistance with the district's online curricular alignment resources.
- **Family and Community Engagement (FACE) Department:** Assist schools to build capacity for all educators to empower parents as educational partners and advocates for all children in order to help their students succeed in school and beyond.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Part 4: Pre-implementation Timeline (OPTIONAL):** Provide a description and timeline of activities that the campus will conduct, or has conducted, during the Spring and /or Summer of 2014 in order to prepare for full implementation of the selected intervention model during the 2014-2015 school year. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Click and type here to enter response.

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**Schedule #18—Equitable Access and Participation**

County-District Number or Vendor ID: 101912

Amendment number (for amendments only):

**No Barriers**

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gender-Specific Bias**

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Cultural, Linguistic, or Economic Diversity**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 101912

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
	Offer "flexible" opportunities for parent involvement including home			
B12	learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
<del>C08</del>	<del>Provide community service programs/activities</del>	<del><input type="checkbox"/></del>	<del><input type="checkbox"/></del>	<del><input type="checkbox"/></del>
C09	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C11	Establish partnerships with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D11	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information on tape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

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**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Tuancy**

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K09	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish partnerships with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 101912

Amendment number (for amendments only):

**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	<del>Recruit volunteers to actively participate in school activities</del>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N03	Provide mentor program for new teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 101912

Amendment number (for amendments only):

**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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